Punctuation pathway Grammar and sentence pathway

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| **Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. “Stop!” screeched Mum.**  Not expected Expected Exceeding | **Recognise vocabulary and structures that are appropriate for formal speech and writing.**  Not expected Expected Exceeding |
| **Use subordination (using when, if, that, because) and co-ordinating (using or, and, but).**  Not expected Expected Exceeding | **Use relative clauses beginning with: who, which, where, when, that or omitted relative pronoun.**  Not expected Expected Exceeding |
| **Commas to clarify meaning or avoid ambiguity.**  Not expected Expected Exceeding | **Recognise passive verbs and begin to use them in formal speech and writing.**  Not expected Expected Exceeding |
| **Colons to introduce speech in play scripts**  Not expected Expected Exceeding | **Begin to use expanded noun phrases to convey complicated information.**  Not expected Expected Exceeding |
| **Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**  Not expected Expected Exceeding | **Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility.**  Not expected Expected Exceeding |
| **Commas after fronted adverbials**  Not expected Expected Exceeding  Not expected Expected Exceeding | **Construct a variety of effective similes and metaphors.**  Not expected Expected Exceeding |
| **Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.**  Not expected Expected Exceeding | **Confidently use rhetorical questions.**  Not expected Expected Exceeding |
| **Apostrophes to mark plural possession**  Not expected Expected Exceeding | **Further increase their range of adverbials, including fronted adverbials and recognise and begin to use model verbs and adverbs to indicate degrees of possibility.**  Not expected Expected Exceeding |
| **Brackets, dashes or commas to indicate parenthesis**  **Not expected Expected Exceeding** | **Begin to expand their range of organisational devices to build cohesion within and across paragraphs (for example, using appropriate conjunctions within a paragraph and linking ideas across paragraphs using adverbials).**  Not expected Expected Exceeding |
|  | **Use further organisational devices and some presentational devices to structure texts and begin to guide the reader (for example, headings, underlining)**  Not expected Expected Exceeding |
|  | **Use tenses accurately and consistently**  Not expected Expected Exceeding |

Terminology

Pupils should be taught to understand and discuss the terms

Model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, formal/informal, hyperbole, literal/figurative, modifiers, abstract/concrete nouns, verb form, fact, opinion.

Handwriting

Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility.

Choose which shape of letter to use when given choices and decide whether or not to join specific letters.

Begin to independently choose the writing implement best suited to the task.

Conjunction- as well as using the conjunctions from Year 4.

Expect, despite, in comparison to, instead of.